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PROSPECTUS,

BY T. B. WAIT & SON,

FOR A PERIODICAL WORK, TO BE DEVOTED EXCLUSIVELY

TO

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PRACTICAL EDUCATION,

IN

Families and Schools.

The spirit of inquiry, which has of late years extended to every thing connected with human improvement, has been directed with peculiar earnestness to the subject of education. In our own country, the basis of whose institutions is felt to be intelligence and virtue, this topick has been regarded as one of no ordinary interest, and has excited a zeal and an activity worthy of its importance. By judicious endeavours to adapt the character of instruction to the progressive requirements of the publick mind, much has been done to continue and accelerate the career of improvement. These very efforts, however, and this success, have produced the conviction that much remains to be done.

A periodical work, devoted exclusively to education, would seem likely to be of peculiar service at the present day, when an interest in this subject is so deeply and extensively felt. At no period have opportunity and disposition for the extensive interchange and diffusion of thought been so favourably combined. Science and literature have their respective publications, issuing at regular intervals from the press, and contributing incalculably to the dissemination of knowledge and of taste. But education—a subject of the highest practical importance to every school, every family, and every individual in the community—remains unprovided with one of those popu-

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lar and useful vehicles of information. A minute detail of the advantages which may be expected to result from a periodical work, such as is now proposed, we think unnecessary. With the success of other publications of the same class before us, we feel abundant encouragement to proceed in our undertaking.

A leading object of the will be to furnish *a record of facts*, embracing whatever information the most diligent inquiry can procure, regarding the past and present state of education, in the United States, and in foreign countries. An opportunity will thus be afforded for a fair comparison of the merits of various systems of instruction. The results of actual experiment will be presented; and the causes of failure, as well as of success, may thus be satisfactorily traced, and be made to suggest valuable improvements.

The conductors of the will make it their constant endeavour to aid in diffusing *enlarged and liberal views of education.* Nothing, it seems to us, has had more influence in retarding the progress of improvement in the science of instruction, than narrow and partial views of what education should be expected to produce. Intellectual attainments have been too exclusively the object of attention. It is too common a thing to consider a man well educated, if he has made a proper use of the common facilities for the acquisition of learning; though the result may have been obtained at the expense of his health, and with much neglect of that moral culture, which is the surest foundation of happiness. Many plans of education, which are in other respects excellent, seem to have overlooked the fact, that man possesses an animal, and a moral, as well as an intellectual constitution. Hence the total neglect of the requisite provisions for the development of the corporeal system, and the confirmation and improvement of

health, the only foundation of mental as well as of bodily power. The moral department of education has too commonly been restricted to an occasional word of parental approbation or reproof; or, at the best, to efforts limited by the sphere of domestick life. The natural consequence of the restrictions thus unjustly laid on education, is, that we often find, in the same individual, a learned head, but a debilitated body, and a neglected heart. Education should, we think, be regarded as the means of fitting man for the discharge of *all* his duties: it should produce vigorous and hardy bodies, trained to powerful action, and inured to privation and fatigue; hearts formed to all that is pure and noble in moral principle; and minds prepared for efficient exertion in whatever may be their department in the great business of accomplishing the purposes of human existence. Under these impressions, we shall give to *physical education* that proportion of our attention which seems due to its importance. *Moral education* we shall consider as embracing whatever tends to form the habits and stamp the character. The influence of *example*, in the sphere of daily intercourse, we regard as the most powerful instrument in the formation of moral habits. In no light do we contemplate the progress of education with more satisfaction, than when we view it as elevating and purifying the great body of the community, and thus affording, to the attentive and reflecting parent, the pleasing assurance, that his efforts with his children at home, will not be counteracted by contaminating example abroad. Particular attention will be paid to *domestick education*, or that which emanates from parental and family influence; nor shall we neglect *personal education*, or that which consists in the voluntary formation of individual character.

The subject of *female education* is one which we deem unspeakably important. We have no hesita-

tion in expressing our conviction that it has not yet received the consideration which it merits. Whatever concerns the culture of the female mind, extends ultimately to the formation of all minds, at that early and susceptible period, when maternal influence is forming those impressions which eventually terminate in mental and moral habits. But the theme is too full of important and interesting topicks to admit of discussion in a prospectus. There is no department of our labours, from which we anticipate a higher gratification, than our endeavours to aid the instruction of the female sex.

Our efforts shall be directed chiefly to *early and elementary education*, because it is, in our view, more important than that of any other period or department. At the same time, we shall not omit the higher branches of science and literature, nor the training preparatory to professional pursuits. In particular branches of instruction, we have no favourite theories to obtrude. To what is of old standing, we have no hostility arising merely from its being old. Novelty we shall always regard as a circumstance, rather than a recommendation. But explanatory, practical instruction, under whatever name it may appear, we shall be happy at all times to aid with our best exertions.